

Year <u>2005-2006</u>	Paper <u>PS2 901</u>	Grade Level <u>9</u>	Score <u>4</u>
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Ideas	Ideas are specific with many relevant details to build the reader's understanding. Specific sensory details add to development of ideas.
Organization	Organization enhances the central idea that group work can be both positive and negative.
Voice and Word Choice	Definite voice demonstrates awareness of audience. Writer's examples demonstrate clear, personal experiences in group dynamics.
Sentence Fluency	Repetition is present but does not detract from the overall readability. Varied sentence patterns add to scoring above proficiency.
Conventions	Lacks punctuation in phrases, dialog, etc., but does not interfere with understanding. Generally advanced use of conventions.
Comments	

Year <u>2005-2006</u>	Paper <u>PS2 908</u>	Grade Level <u>9</u>	Score <u>3</u>
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Ideas	<p>Used three different examples to make her point: babysitting infants, science project, and redecorating her bedroom.</p> <p>Supporting details: babysitting two cousins with another cousin, building scientific experiments with another girl and two boys, mom and grandma painting and putting up borders.</p>
Organization	<p>Five paragraph essay with definite introduction, body, and conclusion.</p> <p>Well-developed examples.</p> <p>Moved smoothly from paragraph to paragraph.</p>
Voice and Word Choice	<p>Strong voice: "That experience taught me that when you know something isn't right to fix it."</p> <p>Word choice is appropriate for ninth grader.</p>
Sentence Fluency	<p>The writing has an easy flow and rhythm using varied sentence structures.</p>
Conventions	<p>Very few surface errors, but has an awkward sentence or two.</p>
Comments	<p>Formulaic introduction: "Three examples that I am going to share with you are..."</p> <p>Vocabulary is adequate for ninth grade but not advanced.</p>

Year <u>2005-2006</u>	Paper <u>PS2 958</u>	Grade Level <u>9</u>	Score <u>2</u>
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Ideas	<p>Repetitive.</p> <p>Ideas lack specificity and relevance.</p>
Organization	<p>Stream-of-consciousness.</p> <p>No evident organization.</p> <p>Rambling discussion of generic groups.</p> <p>Lists of excuses.</p>
Voice and Word Choice	<p>Simplistic, basic, frequent use of slang.</p> <p>Inappropriate interjections: "okay."</p> <p>Can hear voice emerging from the rambles.</p>
Sentence Fluency	<p>Varied sentences, some very short but some run-ons as well.</p> <p>Highly repetitive.</p>
Conventions	<p>No paragraphing.</p> <p>Capitalization is non standard.</p> <p>Spelling errors: "reserach," "a lot," "on(e)."</p> <p>Omits words.</p>
Comments	<p>A confusing effort.</p> <p>Ideas need to be organized, edited, and polished to reach grade level proficiency.</p>

Year <u>2005-2006</u>	Paper <u>PS2 923</u>	Grade Level <u>9</u>	Score <u>1</u>
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Ideas	On topic—lacks development.
Organization	Two sentences—not long enough to demonstrate organization.
Voice and Word Choice	Voice is not apparent. Simple vocabulary.
Sentence Fluency	Two sentences with similar constructions: both begin with “My class.”
Conventions	Simplistic sentence construction.
Comments	Two sentences does not an essay make. :)